

MS Innovations

**Speaking, Training
Promotional Resources**



“Service Learning”

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Designing a Service, Learning a Program

By Marilyn Swierck

Using the acronym PARCA is an easy way to remember the five main steps of service learning—preparation, action, reflection, assessment and celebration. Leaving out or cutting a step short can often mean the difference between the success and failure of your work.

Preparation

Readiness. Attempting to engage in service learning without laying the groundwork in the community can be the kiss of death for an initiative. Potential partners who may be interested in working with the school need to be identified. An advisory board (15 people maximum) of stakeholders—parents, students, teachers and administrators and intended partners such as civic groups, businesses, nonprofits, etc.—is a wise idea. Teachers need to be shown that service learning is not an “add on” but can be integrated into any subject area or it can be a separate class. It can be an individual student’s independent study or a group, class, school or community project. And it is an effective vehicle for interdisciplinary or club work.

Students need to complete self-assessments. They must understand their own needs, feelings and work styles in order to work together and relate to the needs of others. Self-report tests and activities in communication and team-building help students gain self-awareness.

Community Needs Assessment. Students can investigate community needs through questionnaires and surveys, media research or brainstorming. This will usually lead to a partnership with one or more local

agencies who need assistance with a particular issue or population. A formal partnership should be developed between the school and various agencies at this time to provide information on participant rights, advocacy issues, orientation/training and observation opportunities necessary for work with a particular agency. Having the students study the group or issue they are to work with makes the service-learning experience more meaningful. To work with the visually impaired, for example, students must become familiar with the social, emotional, physical, mental, ethical, legal and safety issues confronting this population, as well as applicable licensing laws and regulations.

During the community needs assessment phase, students should become familiar with partner contact information, directions, hours of operation, population served and their major needs and issues, volunteer requirements, scheduling parameters and career opportunities. All this information should be recorded in templates—one for every agency. The templates are filed in numerical order in the “Preparation and Training” section of their portfolios. (See *Portfolio Pointers*.)

Planning. The next step is to have students use critical thinking skills to determine the needs they wish to address, the types of activities best suited to address these needs and the available resources. It is essential that students be a part of the planning process to gain ownership in the projects or activities. Working with the community partner ensures the congruence of goals and objectives of the school and the partner.

Program Management. Once the

activities are chosen, a system must be put in place to determine how the program will be managed. Typical questions will arise: What will be done? What are the desired outcomes? How does the activity relate to what is being taught? What are the responsibilities of the school and the partners? What is the timeline? Where will it be done? Has parental permission been obtained? Is transportation required? Who will provide it? What insurance issues need to be addressed? What supplies and materials are required and who will provide them? Will necessary training be provided? Will additional funding sources be required? What activities might be planned for the future as a result of this project?

It is particularly important to investigate insurance, liability and transportation issues when students work at sites off the school campus. The school’s legal department should review the wording of any written permission form you prepare for students. Requiring a notarized parental signature also strengthens such a document. If students are driving, be sure vehicles are insured and that you have photocopies of their insurance forms.

Action

If given the opportunity, students will surprise everyone—especially themselves—by the exciting things they can do. Even those labeled “at risk” seem to come alive in the right situation. There are three ways to engage in service learning:

- Direct action with a particular population is the ideal. Students develop skills in applied learning situations such as internships, demonstrations through student



organization events and other classroom activities. For example, students might assist with the recreational activities in a nursing home, thereby demonstrating their understanding of the rules, regulations, policies and technology affecting the home, its clients and their families. Students also would learn to work collaboratively with other students, support staff, the residents and their families. Students must be monitored closely with the help of field-site personnel.

- Indirect action is appropriate when it is not possible to bring the students in contact with those they wish to help. One example would be for students to create educational games for children with special needs. This would help educate the students about the needs and capabilities of this population. In another situation students might create an informational booklet on health-care services in the community. Booklets could then be reproduced for distribution throughout the community. Partners can contribute in-house facilities or financial resources for printing.

- Advocacy is a third type of action. For example, a student might research an issue, such as substance abuse. Using what they have learned they could prepare presentations to legislators and civic groups. Another

example: After hearing a presentation on the importance of the early years in the formation of the brain, students might become advocates for quality nurturing. Childcare dos and don'ts might be illustrated through role-playing or puppet shows. Teachers should keep activity records in their grade books in order to document each student's hours of service.

Reflection

In this step, students think about the work they have done, what it means to them, how it made them feel, how they applied classroom skills, how it might help them in making a career decision and what new skills have been learned. Journals, essays, displays, presenta-

tions and skits are some effective reflection tools. Oral discussions also help to deepen the meaning of the service experience. Reflection should be required after all activities and documented in students' portfolios.

Students work should be evaluated throughout the program (formative) and at the completion of the work (summative). A national set of measurement standards developed by the Alliance for Service Learning in Educational Reform (ASLER Standards) is useful. The effectiveness of existing community partnerships also should be evaluated. It is also good experience for students to work with teachers on this process.

Teacher, field-site, peer and self-

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Portfolio Pointers

Portfolios detailing the PARCA steps are useful. For teachers, individual portfolios can help answer the question "How do I grade service learning?" For students, portfolios are useful in college and job interviews. How to get started:

- Divide the portfolio into sections: Preparation, Action, Reflection, Celebration and Assessment.

- Have a table of contents at the beginning of each section and number each entry consecutively

- Have students work on the entries at home, submit them for grading and then place the graded work in the portfolios. Keep all portfolios in the classroom to prevent loss and wear-and-tear.

Suggested entries:

- Preparation—resumes, training records, field-site information including brochures or flyers, research papers, questionnaires, surveys and self assessments

- Action—activity plans, photos, videos, project samples and any other items which would illustrate the work completed

- Reflection—journal pages, reflection sheets, essays and anecdotes

- Celebration—certificates, thank-you notes, awards, proclamations, news clippings and videos

- Assessment—student, teacher and field-site evaluations, letters of recommendation, work reviews or performance appraisals



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Redefining Philanthropy

By Arianna Huffington

It's time to recognize that not all philanthropy is created equal. A million dollar donation that addresses a pressing social need is certainly not the same as a million dollar donation to a well-funded museum or university. And charitable giving that includes the gift of volunteering one's time is of a higher order than merely writing a check.

With this in mind, I recently wrote a column critical of Slate magazine's annual listing of America's top charitable givers. The Slate list—designed to counter the warped cultural values of the Forbes 400—ended up looking less like a manifestation of the biblical admonition "from whom much is given, from him that much more shall be expected" and more like a celebration of self-aggrandizing gifts that only serve to make the world of the super-rich just a little nicer. Those helping the needy were in short supply, while those giving to already flush universities and museums, often to fund buildings bearing their names were everywhere.

And the Slate list's emphasis on raw dollars drew no distinction between a charitable gift to a soup kitchen and a donation to a university with an endowment larger than the

GDP of the poorest 100 countries.

In her book *Why the Wealthy Give*, Harvard sociologist Francie Ostrower shows that the rich tend to assume the government will take care of the poor and that giving to the arts and prestigious schools confirms their status as members of a cultured elite. So if we are what we support, and if private giving, like hemlines, follows fashion, it's time we made giving to save lives and communities fashionable.

To that end, I devised a formula for adjusting the Slate list—correcting for true philanthropic spirit as one might correct for inflation.

This "Virtue Remix," as Slate called it, or "Compassion Index" if you prefer, awards Minus Points for self-aggrandizing, self-referential gifts and Plus Points for gifts that help overcome poverty, alleviate suffering and turn lives around. For example: minus 10% for investing in buildings instead of people (with another 15% deduction if the gift goes to a building named after yourself); 20% off for self-referential giving directly connected to the donors' business interests; and a sliding scale of demerits based on the age of the donor at the time of giving—a.k.a. the "What Took You So Long?" factor.

A 10% bonus, on the other hand, is awarded for giving to K-12 education where the crisis is, rather than to higher education where the prestige and the big bucks are. And there's a 15% bonus if giving time goes along with the gift of money.

The effect of the Index on this year's Slate 60 was telling: 43 donors had more points taken away than added, while only four gained points. A few donors dropped more than 20 places, and one moved up 13.

The original catalyst for the Slate 60 was Ted Turner's warning that the new super-rich won't loosen up their wads because they're afraid they'll reduce their net worth and go down on the Forbes list. His corrective was to honor the generous and shame the stingy. The next step is to insist that not all generosity is created equal—and to honor those among the generous whose sights extend beyond their own enclaves. ♦



Arianna Huffington, author, syndicated columnist and social commentator, serves on the board of the Points of Light Foundation.

shop talk

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evaluation can be used to assess student effectiveness in service learning. It is important for students to assess their work and that of their peers so that they can work toward improving their performance in the future. The portfolio, attendance, field-site preparation and work, journals, logs,

guest-speaker reports and research papers are but a few of the items a teacher may use to assess students. These tools also may prove helpful in providing the required documentation to a school system, funding source and community partner.

One of the most important outcomes of the assessment process should be determining the next step. What do we do next? How can we

expand and enhance our work? Are we ready to further "step out of the box?"

Finally, it's important to give students, partners and recipients of service the opportunity to recognize one another. Some ways of doing this are recognition ceremonies, thank-you notes, certificates, awards, T-shirts, varsity letters and press releases. Some students also enjoy serving as emcees of recognition events. ♦

WHAT IS SERVICE LEARNING?

Service learning is one of the most exciting things to happen in education. It is a means of integrating learning with the needs of the community. The needs of the community are investigated and learning experiences are designed to help meet those needs.

The wonderful thing about this type of learning is that it is successfully used with any grade level from pre-k through college. It is also flexible enough to be included into a program in a variety of ways. It can be:

- integrated into any subject area
- required or supplementary
- a class devoted solely to service learning
- limited to one project, a short term project, or many different projects
- tailored to individual students for independent study
- used as a class, departmental, school, or community project
- used as an interdisciplinary effort between one or more subject areas
- used to plan community service activities for clubs
- done during school, after school, on weekends, vacations or during the summer

STUDENT OUTCOMES FROM SERVICE-LEARNING EXPERIENCES

Personal Growth & Development

- Self esteem, sense of personal worth, competence, and confidence
- Self-understanding, insight into self
- Self direction, personal motivation
- Independence, autonomy, assertiveness
- Sense of usefulness, of doing something worthwhile
- Personal power, belief in ability to make a difference
- Conscious set of personal values and beliefs
- Openness to new experiences, ability to take risks and accept challenges
- Ability to take responsibility, acknowledge and accept consequences of actions.
- Capacity to be productive, persevere even in difficult tasks
- Willingness to explore new identities, unfamiliar roles

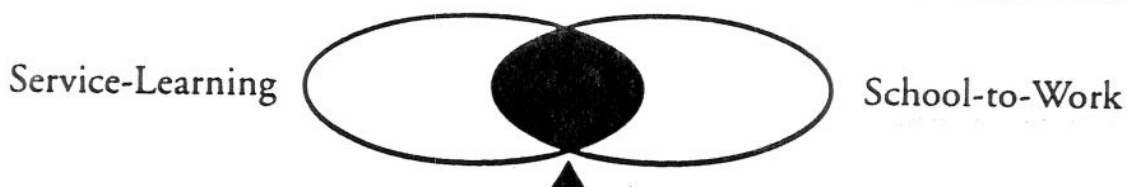
Intellectual Development & Academic Learning

- Basic academic skills (writing, reading, math, etc.)
- Higher-level thinking skills (critical thinking, problem solving)
- Skills in learning from experience (observing, asking questions, thinking for oneself)
- Skills in a particular subject matter (psychology, civics, biology, etc.) as related to experiences.
- More positive attitude toward education, learning (possibly, but not necessarily, school itself)
- Communication skills (listening, being articulate in presenting ideas, etc.)
- Tacit learning skills (the nuances that can't be fully explained in a book or lecture but are often the most important of all things to know)

Social Growth & Development

- Concern for the welfare of others, a broader circle of people about whom one feels concern and responsibility
- Knowledge and understanding of others
- More positive attitude toward living and working with people of diverse backgrounds
- Skills in caring for others
- Ability to work cooperatively and trust others
- Increased likelihood of continuing to be active in the community
- Knowledge of and some experience with service-related career possibilities
- Realistic ideas about the world of work
- Contacts for future job possibilities

Service-Learning and School-to-Work Intersection and Divergence



Service-Learning Attributes	Intersection Divergence	School-to-Work Attributes
Schools and Students		Schools and Students
Integrated Curriculum	I	Integrated Curriculum
No-tracking	I	No-tracking
Block Scheduling	I	Block Scheduling
All ages and grades	D	High School (moving lower)
Small Learning Communities	I	Small Learning Communities
Applied Learning/Projects	I	Applied Learning/Projects
Life and Work-Based Skills	I	Work-Based and Life Skills
Academic Skills	I	Academic Skills
Community Skills	I	Community Skills
Career Development	I	Career Development
Teachers		Teachers
Teacher as Coach	I	Teacher as Coach
Interdisciplinary Teams	I	Interdisciplinary Teams
Teacher as Manager	I	Teacher as Manager
Communities/Business		Communities/Business
Work/service linked to academics	I	Work/service linked to academics
Life-Long Learning	I	Life-Long Learning
Basic Skills	D	Global Skills (e.g. SCANS)
Basic Career Paths	D	Clearly Defined Career Paths
Employee Volunteer as Teacher	I	Employee Volunteer as Teacher
Occasional Internships	I	Occasional Internships

SCANS** APPLICATION CHECKLIST

****The Secretary's Commission on Achieving Necessary Skills**

The SCANS should be explained by the instructor at the beginning of each course and used as a self-evaluation tool upon course completion. Each item should be rated on a scale of 1 to 10 to assess the degree of competency achieved. this will serve to assess the course, teacher and student)

THE FIVE COMPETENCIES

Resources

- ☐ Time
- ☐ Money
- ☐ Materials/facilities
- ☐ Human resources

Interpersonal

- ☐ Participates as a member of team
- ☐ Teaches others new skills
- ☐ Serves clients/customers
- ☐ Exercises leadership
- ☐ Negotiates
- ☐ Works with diversity

Systems

- ☐ Understands systems
- ☐ Monitors and corrects performance
- ☐ Improves or designs systems

Technology

- ☐ Selects technology
- ☐ Applies technology to task
- ☐ Maintains and troubleshoots equipment

Information

- ☐ Acquires and evaluates information
- ☐ Organizes and maintains information
- ☐ Interprets and communicates information
- ☐ Uses computers to process information

THE THREE PART FOUNDATION

Basic Skills

- ☐ Reading
- ☐ Writing
- ☐ Listening
- ☐ Speaking
- ☐ Mathematics
- ☐ Science

Thinking Skills

- ☐ Creative thinking
- ☐ Decision making
- ☐ Problem solving
- ☐ Visualizing
- ☐ Knowing how to learn
- ☐ Reasoning

Personal Qualities

- ☐ Responsibility
- ☐ Self-Esteem
- ☐ Sociability
- ☐ Self-management
- ☐ Integrity/Honesty

FIVE SCANS COMPETENCIES
Secretary's Commission on Achieving National Skills

RESOURCES: Identifies, organizes, plans, and allocates resources

- A. Time: Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- B. Money: Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- C. Material and Facilities: Acquires, stores allocates, and uses materials or space efficiently.
- D. Human Resources: Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

INTERPERSONAL: Works with others

- A. Participates as member of a team: contributes to group effort
- B. Teaches others new skills
- C. Serves clients/customers: works to satisfy customers' expectations
- D. Exercises leadership: communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. Negotiates: works toward agreements involving exchange of resources, resolves divergent interests
- F. Works with diversity: works well with men and women from diverse backgrounds

INFORMATION: Acquires and uses information

- A. Acquires and evaluates information
- B. Organizes and maintains information
- C. Interprets and communicates information
- D. Uses computers to process information

SYSTEMS: Understands complex inter-relationships

- A. Understands systems: knows how social, organizational and technological systems work and operates effectively with them
- B. Monitors and corrects performance: distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
- C. Improves or designs systems: suggests modifications to existing systems and develops new or alternative system to improve performance

TECHNOLOGY: Works with a variety of technologies

- A. Selects technology: chooses procedures, tools or equipment including computers and related technologies
- B. Applies technology to task: Understands overall intent and proper procedures for setup and operation of equipment
- C. Maintains and troubleshoots equipment: prevents, identifies, or solves problems with equipment, including computers and other technologies

A P P E N D I X

The Conventional and the SCANS Classroom

The Conventional Classroom

Teacher knows answer.

Students routinely work alone.

Teacher plans all activities

Teacher decides method of assessment.

Information is organized, evaluated, interpreted, and communicated to students by teachers.

Organization system of the classroom is simple:
One teacher teaches 30 students.

Reading, writing, and math are treated as separate disciplines; listening and speaking often are missing from curriculum.

Thinking is usually theoretical and "academic."

Students are expected to conform to teacher's behavioral expectations; integrity and honesty are monitored by teacher; student self-esteem is often poor.

The SCANS Classroom

More than one solution may be viable and teacher may not have it in advance.

Students routinely work with teachers, peers, and community members.

Students and teachers plan and negotiate activities.

Students routinely assess themselves.

Information is acquired, evaluated, organized, interpreted, and communicated by students to appropriate audiences.

Organizing system is complex: Teacher and students agree on organization and reach out beyond school for traditional information.

Knowledge needed for problem solving is integrated; listening and speaking are fundamental parts of learning.

Thinking involves problem solving, reasoning, and decision making.

Students are expected to be responsible, sociable, self-managing, and resourceful; integrity and honesty are monitored within the social context of the classroom; students' self-esteem is high because they are in charge of their own learning.

Source: "Move to Create High-Performance School." (1992, May 11). *Vocational Education Weekly* 5(6), pp. 3-4.

PROGRAM EVALUATION

The Alliance for Service-Learning in Educational Reform (ASLER), comprised of a number of various foundations, universities, schools and departments of education, formed a committee to set standards for service learning referred to as the ASLER Standards.

They are as follows:

- **Effective service-learning efforts strengthen service and academic learning.**
- **Model service-learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk taking and rewards competence.**
- **Preparation and reflection are essential elements in service-learning.**
- **Youths' efforts are recognized by those served, including their peers, the school, and the community.**
- **Youth are involved in the planning.**
- **The service students perform makes a meaningful contribution to the community.**
- **Effective service-learning integrates systematic formative and summative evaluation.**
- **Service-learning connects the school or sponsoring organization and its community in new and positive ways.**
- **Service-learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.**
- **Skilled adult guidance and supervision are essential to the success of service-learning.**
- **Preservice training, orientation, and staff development that include the philosophy and methodology of service-learning best ensure that program quality and continuity are maintained.**

Interdisciplinary Connections to Student Service-Learning

Aging

English/Language arts

- P- Read short stories about elderly. Discuss how elderly are depicted and why.
- IA- Be pen pals to elderly throughout the year.
- DA- Interview elderly and write a biography of their childhoods/ younger years.
- AA- Write advocacy letters to legislators for better housing/ conditions for elderly.
- R- Predict own life at age 80. Write story or poem.

Family Studies

- P- Discuss developmental tasks of elderly.
- IA- Develop nutrition/ health information for the elderly. Distribute at senior centers.
- DA- Participate in senior prom. Help others prepare by teaching conversation techniques/ topics for conversation.
- AA- Write letters to editor about stopping elderly abuse.
- R- Discuss physical and psychological benefits of intergenerational interactions.

Science

- P- Graph changes in sensory perception over life span and discuss impact on health/ quality of life.
- IA- Publish health records brochure and distribute to senior centers.
- DA- Work with Pets on Wheels.
- AA- Research diseases of elderly. Write legislators advocating policy/ legislation.
- R- Discuss how to reduce impact of aging.

Health/Physical Education

- P- Discuss how physical strength/ agility changes with age.
- IA- Create fitness exercise video and give to senior centers.
- DA- Do physical fitness sessions with nursing home residents.
- AA- Create posters on importance of staying physically fit throughout life.
- R- Critique action project and make recommendations as to how to improve.

Math

- P- Compute the amount needed to retire at low, middle, high income levels.
- IA- Set up seminar for seniors. Answer questions about investments/ financial planning.
- DA- Help seniors do taxes/ balance checkbook.
- AA- Lobby legislators on policies concerning Social Security/ Medicare.
- R- Project costs for when students are 80: retirement \$ needs.

Art

- P- Hold elderly sensitivity session. Discuss feelings about aging.
- IA- Put together craft kit projects for local nursing home. Deliver.
- DA- Draw portraits of residents of nursing home. While sitting for drawing, discuss seniors' childhoods.
- AA- Do P.R. posters for senior prom.
- R- Write journal entry to place under portraits: "What I learned about this person."

Business Education

- P- Discover how long the average person works at particular job/ number of job changes in average lifespan.
- IA- Create a budget for senior prom.
- MA- Make business connections/ arrangements.
- DA- Help elderly do job searches. Help match elderly with businesses.
- AA- Advocate for hiring of elderly at local businesses.
- R- Poll others as to where any profits from senior prom should go.

Foreign Language

- P- Research/ discuss treatment of elderly in culture of study.
- IA- Translate for seniors who speak/ read limited English.
- DA- Identify nursing home residents who speak little English. Visit and carry on conversation in language of resident.
- AA- Advocate for more respectful treatment/ policies for elderly.
- R- Discuss: If we could, how should we treat the elderly?

Music

- P- Research popular music of 20's, 30's, 40's.
- IA- Make tapes of music from preparation activity and send to nursing homes.
- DA- Provide music for senior prom.
- AA- Create showcase about elderly musicians' contributions to society.
- R- Take slides at senior prom. Put together slides and music to show others.

Technology Education

- P- Survey and discuss technology aids for elderly.
- IA- Make adaptable equipment. Send to senior centers and nursing homes.
- DA- Hold computer sessions with elderly at centers and nursing homes.
- AA- Design residence for elderly. Send to legislators along with recommendations and reasoning.
- R- Project into future: "What aids will there be in 50 years because of new technology?"

Social Studies

- P- Research impact of Gray Panthers and AARP on policy/ attitudes toward elderly.
- IA- Develop program for the evening of the senior prom.
- DA- Drive elderly to polls. Help with voter registration.
- AA- Lobby to prevent cuts in senior programs.
- R- Discuss future of Social Security and need for financial planning.

CELEBRATION: Hold a Senior prom. Take pictures. Invite media/ community leaders.

KEY

- P = Preparation
- IA = Indirect action
- DA = Direct Action
- AA = Advocacy (action)
- R = Reflection
- C = Celebration

Written by: Susan Falcone, Ellen Hayes, Barbara Law, Ava Mendelson, Dave Patterson Maryland Student Service Alliance Fellows

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Marilyn Swierk, President of MS Innovations, is well known for her presentations at the state and national level. She is the author of: "Nurturing Brain Development," "Parenting Rewards and Responsibilities: Enrichment Activities," and "Parent and Home Involvement" booklets, published by Glencoe/McGraw-Hill, "A Guide to Service-Learning," and "All I Ever Needed to Know I Learned in Family and Consumer Sciences," published by MS Innovations, was the originator of the "ESAE Best Practices Guide" and the "Research to Practice Roundtables CD Rom." She has also made contributions to several books and numerous magazine articles.

She was the recipient of the American Association of Family and Consumer Sciences (AAFCS) 2003 Commemorative Lecture Award, the 2001 Leader Award, and the 1993 National Teacher of the Year. She also received, the 2003 University of Rhode Island (URI) Alumnae Achievement Award, the 1996 URI Alumni Excellence Award in Education, and was chosen as a 1995 Alpha Xi Delta National Woman of Distinction.

She serves on the AAFCS Board of Directors as a Director-at Large and was the former Vice President of Services and Vice President of Program. She also served AAFCS as Section Chair for Elementary, Secondary, and Adult Education, Chaired the Early Childhood Initiative, and serves on the National Media Response Team. She is the national Vice President of Programming for Prepare Tomorrow's Parents, was on the development panel for National Standards for Family and Consumer Sciences Education.

Presentations have been made at numerous national and state conferences throughout the country, and may be adapted for keynotes, training sessions, or workshops. Topics may be tailored to suit the needs of the individual group. Fees vary depending on services required and are negotiable. Travel/expenses, separate. References Available upon request

- ***PREPARE FOR L-I-F-E... ALONG WITH THE S.A.T. (Get with the Real World!)**
There's more to education than SAT scores. All students need to be prepared for life and work. Take a motivational look at the WHO, WHAT, WHEN and HOW of education!
- ***EVERYONE NEEDS THE F.A.C.S. * OF LIFE! © *(Family and Consumer Sciences)**
Learn the answers to the following questions, and how you can make those answers work for you! WHO are the family and Consumer Sciences professionals? WHAT do they do? WHY are they so important? WHAT good will it do for Individuals? Families? Communities?
- ***LIFE IS THE FINAL EXAM** Issues that systemic change must address to assure that education prepares every student for their roles as productive individuals at home, work, and in the community, are showcased in this presentation which is lightened with humor.
- ***PACE YOURSELF BEFORE YOU ERASE YOURSELF-A** humorous reality check as to how we take on too much and what to do about it!
- **SPINNING THROUGH THE FAMILY LIFE CYCLE-DON'T GET CAUGHT IN THE RINGER!** A humorous and reflective look at the issues and concerns of the stages that all families go through with practical advice and assurance for parents.

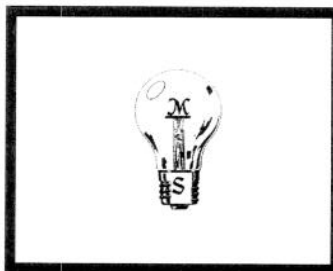
**Often used as Motivational keynotes*

- STRENGTHENING YOUR PROGRAM THROUGH SERVICE-LEARNING & SCHOOL TO CAREER** Learn the Who, What, When, Where, and How of *Service-Learning* and its relationship to *School to Career transition* and *educational reform*- See how the visibility of education and your expertise can be positively increased by addressing the present and emerging needs of young people, the work force and the community by joining these areas through *educational partnerships & service-learning*. (Can also be a one or two+ day training session)
- **A CRASH COURSE ON THE IMPLICATIONS OF EARLY BRAIN DEVELOPMENT**
What's all the fuss about and what role can you play? A very basic overview of brain development and implications for educators, families, policy makers, business and others. (keynote, breakout or training)
 - **PROJECTING PROFESSIONALISM** We judge and are being judged every day. Presenting the desired first and lasting impression is especially important in projecting one's personal or professional image, or that of a program or business. Useful for professionals who deal with the public, and their clients, students and community.
 - **LIFE SKILLS FOR LITTLE ONES** Teaching life skills to young children increases the school to career transition skills of their teenage teachers, while reinforcing a program's message and visibility. May be used in an educational program, as a club activity, after school program, service-learning or as a business.
 - **INTERGENERATIONAL IS SENSATIONAL** Bring laughter and tears to your work. Discover how this type of involvement helps to develop community rapport and support for education. How to's, ideas, and resources will be illustrated.

OTHER TOPICS INCLUDE: *Maximizing relationships through understanding people styles, Developing Business/Education Partnerships, Communication, Parent Involvement, Facilitation Methods and more!!*

Or...topics may be designed to suit your needs!

Marilyn Swierk, CFCS, CLFE
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Speaker* Trainer*Consultant
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All I ever need to know
 I learned in
 Family and Consumer
 Sciences



GRAPHIC/
 WORDING
 For Items
 #6-11:

THE TOP TEN
 REASONS WHY YOU
 NEED THE F.A.C.S. *
 OF LIFE*



ITEM NUMBER	Description	Quantity	COLOR	SIZE	UNIT PRICE	Shipping per item	TOTAL
#1	Guide To Service-Learning The Who, What, Where, When and How to's of managing a successful program with steps, ideas, reproducible forms and resources				\$39.95	\$3.00	
#2	Tee: Short sleeves Long sleeves (circle one)		Gray or white (circle one)		\$17.00 \$20.00	\$2.50 \$2.50	
#3	Sweat shirt		Gray or white (circle one)		\$27.00	\$3.50	
#5	18"x27" Heavy weight poster		White with black and red letters		\$13.00	"	
#6	Tee		Natural		\$15.00	"	
#9	15" x 20" fabric poster unhemmed		Natural		\$10.00	"	
#11 NEW!!	18"x27" Heavy weight poster "TOP TEN REASONS WHY.. YOU NEED THE FACS....."		White with black and bright blue letters		\$13.00	"	
ITEMS 12—16 Logo: "Family and Consumer Sciences Puts the Pieces of Life Together" Cream color lettering							
#12	Patchwork cat family		"Denim" Blue		\$15.00	"	
#14	Raggedy Ann		Dusty Mauve		\$15.00	"	
#15	Bear Family		Cactus Green		\$15.00	"	
# 16	Animal Family in Ark		Plum		\$15.00	"	
#17	Buttons (Please circle choice)		FCS...Don't leave school without it!	Get the FACS of Life!	\$2.00	.50	

Please note: add \$1 for XXL.

Checks or Purchase orders accepted

SHIP TO:

YOUR E MAIL ADDRESS PLEASE:

TOTAL: